**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th** | | | **Date(s)**: September |
| **Unit Title: Reading/Writing Apprentice (introduction/background knowledge)** | | | **Corresponding Unit Task: Task 1 ( Day 2)** | | |
| **Essential Question(s):**   * **How do readers write a response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding?** * **How do we engage in collaborative discussion?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher:**   * **Video:** [**www.youtube.com**](http://www.youtube.com)   **“Colonial Williamsburg Trades People” (2:28)**  **Or use Interactive materials from:**   * [**http://www.history.org/history/teaching/trades.cfm**](http://www.history.org/history/teaching/trades.cfm) **-**   Go to web page, click on multimedia for videos and slideshows related to Colonial trades.   * **http://www.history.org/almanack/life/trades/tradehdr.cfm.** * **Task 1: “Engaging Learning Experiences Engaging Scenario”** * **Reading passage: “The Apprentice System”** [**http://www.k12reader.com**](http://www.k12reader.com) * **Elmo, graphic organizer**   **Students:**   * **“The Apprentice System” passage** * **Individual reader response notebooks** * **pencils** | | | | **Apprentice**  **Colonial**  **Trades**  **Main idea**  **Details** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   Guided Practice  Independent | **Reading**  **Standards:**  **5.I.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.**  **SL.5.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expression their own clearly.**  **I Can Statement(s):**   * **I can use note taking strategies to take notes and gather information about what I am reading.** * **I can identify the main idea and supporting details in a non-fiction text.** * **I can read and view nonfictional materials and work with a partner and/or group to collaborate information and ideas.**   **Instructional Plan:**     * **The teacher will introduce the lesson by asking students, “What is an apprentice?” (background knowledge) Teacher will write responses on KWL graphic organizer (on board or chart paper).** * **Teacher will explain that we will be reading more information about an apprentice in today’s lesson.** * **Teacher will introduce “Engaging Scenario” and explain research expectations. (Use elmo.)** * **Teacher will tell students that we will watch a video to identify some of the trades of Colonial Americans and practice taking notes in their reader response notebooks. Video: “Colonial Williamsburg Trades People” from** [**www.youtube.com**](http://www.youtube.com)**. (building background) or View power point or slideshow from** [**http://www.history.org/history/teaching/trades.cfm**](http://www.history.org/history/teaching/trades.cfm) **(See front page of lesson plan.)-** * **After students have viewed video, ask students to turn to a partner to share what they visualized and to share notes.** * **As a class, students will share some of their notes to add to the class KWL graphic organizer.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital resources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**  **I Can Statement(s):**  **I can use my note taking strategies to summarize what I have read from a nonfiction passage and gather information.**  **Instructional Plan:**   * **Teacher will review purpose for note taking.** * **Teacher will use “The Apprentice System” passage (use elmo) to model how to read and record facts (note taking). Teacher will read the first 2 paragraphs and record important details (3-5 notes) out to the side of the first paragraph.** * **Teacher will hand out “The Apprentice System” passage to students.** * **Students will work in partners or groups to read the third and fourth paragraphs. They will record important details (3-5 notes) out to the side of each paragraphs.** * **Students (in partners or groups) will share details/notes.** * **Teacher will refer to the passage as a source.** * **Teacher will tell students that the nonfiction passage is one example of a source used to gain information. Teacher will ask students to brainstorm other resources they could use to do research.**   **Independent/TOTD:**   * **Students will complete a 3 minute quick write about anything they have learned today.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   Guided Practice  Independent | **Word Study**  **Standards:**  **L.5.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**   * **Use context (e.g. cause/effect relationships and comparison in text) as a clue to the meaning of a word or phrase.**   **I Can Statement(s):**  **I can use various strategies to help me comprehend unknown words.**  **Instructional Plan:**  **The teacher will incorporate lesson vocabulary by using context clues.**  **While the teacher teaches this lesson and comes to a word from the lesson vocabulary, the teacher will model how to use context clues to help define the word(s).**  **The teacher will locate another word in the passage and ask students to help by using context clues to determine the word meaning.**  **The teacher will encourage students to use context clues and decoding skills while reading apprentice passage. If students come to a word that they do not know the meaning, they can turn to a partner practice using context clues skills.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.5.1**  **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.**  **Instructional Plan:**  **See reading plan above for examples on how the students are collaborating with one another and participating in class discussions.** | | | | |
| **Closing/Summarizing Strategy** | **Independent/TOTD:**   * **Students will complete a 3 minute quick write about anything they have learned today.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | |  | | | **Language Development** |
| **Students who finish early can write a paragraph about a job or trade that they think they might have liked during Colonial times.** | | **Teacher can pull students as necessary and struggling students will be paired up with stronger students during partner and group work to help them to determine what materials in the passage that they need to take notes.**  **Resource can modify text by rewriting using simple sentences.** | | | * If a student needs encouragement to participate in asking questions and responding, a colored card can be given to the student(s) to display on desk as needed to indicate that student(s) need help. * When and if additional information is needed about Colonial America, students will be provided with a list of links containing short video clips related to Colonial America to help them understand basic concepts their peers may already have. They can watch the clips as part of their morning work or at any other time. * Visuals (video, power point, graphic organizers) will be provided for visual learners and there will be various class discussions for verbal learners. * Teacher will provide the students with a sentence starter for TOTD. Example:   One thing that I learned today is\_\_\_\_\_\_\_\_.   * Novice may benefit more by working with a partner rather than a small group. * Teacher will have available a copy of sentence frames for speaking provided in the unit plan. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Informal class discussion, note taking during reading of passage, completion of the graphic organizer and quick write will be used for assessment to help guide instruction.** | | | | | |
| **Teacher Reflection:** (Next steps?)  **The teacher will use the class discussions and graphic organizers to gauge students learning and prepare for the next lessons which will involve reading nonfiction text for information, identify main ideas, gathering information, note taking, and using text features to help identify the main ideas.** | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

The Apprentice System

Cross-Curricular Focus: History/Social Sciences

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When European colonists arrived in North America they were leaving behind

all the comforts of home. There was no longer a corner store where they could

do the grocery shopping or pick up a newspaper. If their tools or equipment

broke, there was no place to purchase replacements. This was a harsh reality in

a world where they had to fight for their own survival.

More settlers came to the English colonies than to those of the French or

Spanish. When they arrived, they were ready to work hard for themselves and

their community members. They had to help each other, or they would surely

die. A few skilled workers were among them, but they did not necessarily have

someone with training to do some of the jobs that needed to be done. Families

up to that point were mostly self-sufficient, with all of the family members

helping each other get what they needed. In the colonies, they had to reinvent

some of that family-style teamwork and join together for the good of the entire

group.

It was not long before people began to take on new work responsibilities.

Those who knew how to make things by hand were called **artisans**. Their work

on things such as nails, horseshoes, barrels, and even homes was critical to the

success of their colony. Because their skilled work was so necessary, they began

to train younger workers so that there would be others to take over their duties

if death, disease, or old age made them unable to continue. Artisans often had

several such helpers of different ages. These helpers were called **apprentices**.

Apprentices would commonly be sent to live with the artisan. The younger

apprentices would provide their labor in exchange for food, shelter, clothing,

and the knowledge and experience of the skills they were learning. Tools

brought with them from England provided the basis for most artisan’s work and

apprentices’ training until sufficient materials arrived from England to create

additional tools. Experienced apprentices would become artisans and take

apprentices of their own to train. In this way, the colony would be assured of

skilled workers long into the future.

**Answer the following questions based on the**

**reading passage. Don’t forget to go back to the**

**passage whenever necessary to find or confirm**

**your answers.**

1) Most apprentices were between eight and 10 years old

when they went to live with an artisan. How would you

feel about becoming an apprentice now? Why?

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2) Why were tools precious in the colonies?

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3) Describe the relationship between an artisan and his

apprentice.

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4) What was the goal for an apprentice?

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5) Why do you think there are fewer apprenticeships

today than there were in the days of the colonies?

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